

DOCUMENT RESUME

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Assimilation thru Cultural Understanding. ESEA Title III - Phase III. Part II: Narrative Report; Application for Continuation Grant. Part III: Projected Activities. Attachments.

Hoboken Board of Education, N.J.

Spons Agency-Office of Education (DHEW), Washington, D.C.

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This application for continuation grant seeks \$178,827 under Title III, E.S.E.A. to continue the implementation of such Phase II goals as the identification, assessment, and further development of the potential of culturally handicapped children, the development of a productive community and classroom rapport, the development of an effective Bilingual curriculum, the preparation and training of present staff and prospective teachers to adequately meet the needs of classes composed of high percentages of linguistically and culturally handicapped children; the utilization of all resources available to the community; and the serving as a demonstration arena for the development of new practices and procedures in this area. Of particular note as an area of innovation is the proposed "work-study" Bilingual Jr. and Sr. High School "Student-Teacher Aides" project. The proposal includes comprehensive summaries and evaluation of such Phase II activities as Bilingual Education at Hoboken, N.J., the Teacher Attitudinal Survey, the Student Teacher Aide program, and, the Human Resource Center. See also ED 024 712 and ED 024 713 for earlier documents in this series. [Not available in hard copy due to marginal reproducibility of original document]. (EM)

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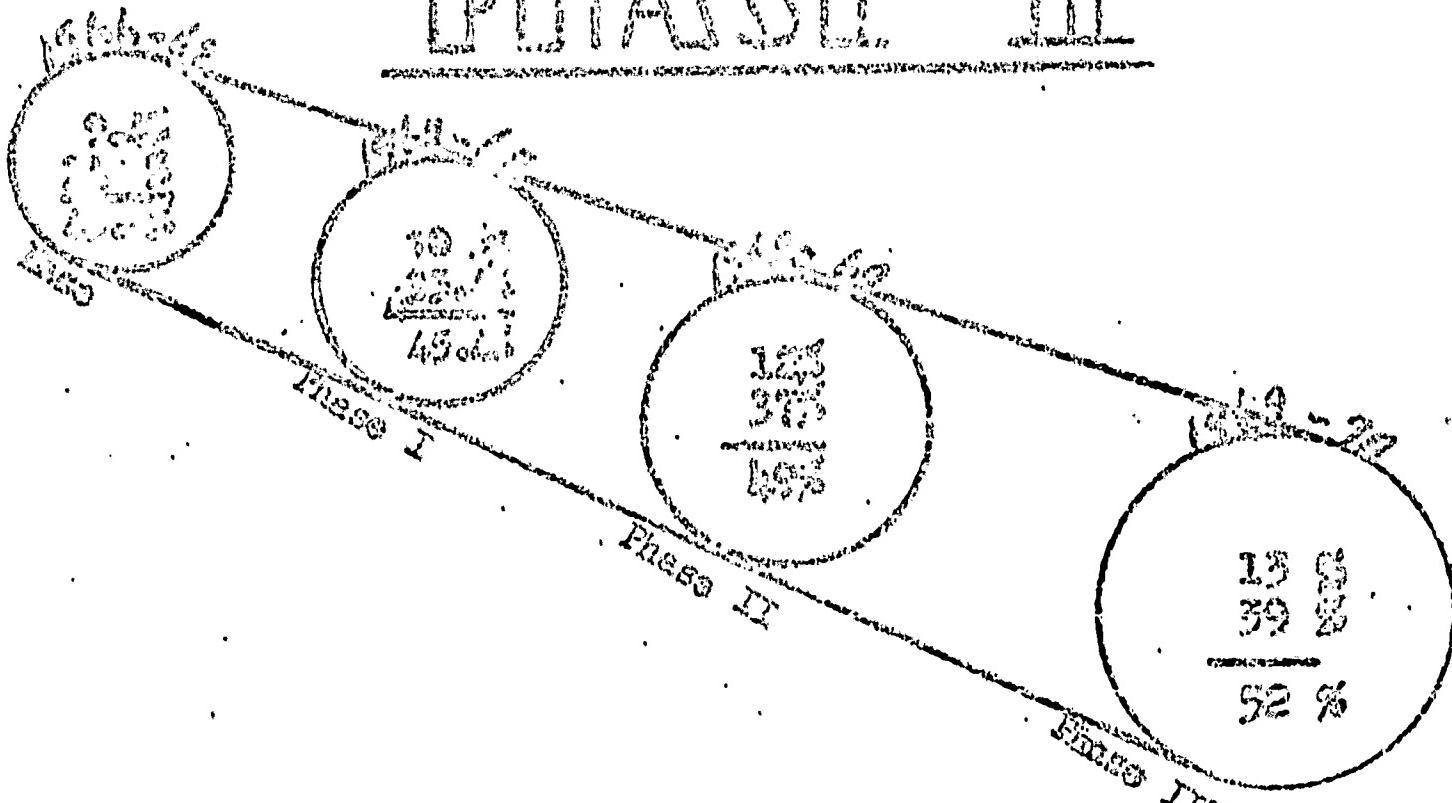
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TITLE III ESEA

PHASE III



ASSIMILATION
THRU
CULTURAL
UNDERSTANDING

BOARD OF EDUCATION - MARLBOROUGH, NEW JERSEY

UD 009235

PART II - NARRATIVE REPORT

PART II - NARRATIVE REPORT

APPLICATION FOR CONTINUATION GRANT

Board of Education
City of Hoboken
Ninth and Clinton Streets
Hoboken, New Jersey 07030

Project No. - 67-4112
Grant No. - OEG-3-7-704112-4344
State - New Jersey
Budget Period - 7/1/69 - 6/30/70

1. The following are the 7 major objectives of our project "Assimilation Thru Cultural Understanding":
 1. To develop for our staff an improved understanding of the culture, background, and lives of the Puerto Rican and foreign born students, and the roles the staff must assume in the assimilation process.
 2. To identify, assess, and further develop the human potential of our culturally and linguistically handicapped children.
 3. Develop a classroom and community rapport which will enable cultures of all groups to stimulate and enrich the total culture of this community.
 4. Develop an effective Bilingual curriculum with specific instructional materials and techniques which will serve as the catalyst for the assimilation process and significantly increase the school achievement of children with little or no knowledge of English.
 5. Prepare and train present staff and prospective teachers to adequately meet the needs of classes composed of high percentages of linguistically handicapped children.

6. Utilize all resources available to the community including State and Federal programs, which will enable the Puerto Rican and foreign born population to effectively take their places as full participating and contributing members of our community.
7. To serve as a demonstration arena for the development of new practices and procedures in this area and further serve other communities in the State and Nation who have similar needs and problems.

The very nature of our project has made evaluation of achievement of objectives extremely difficult. (particularly measurement of changes in attitude and degree of assimilation) However, techniques have been employed to gain some measurements.

In order to measure the achievement of objectives, numbers 1-3 and 5, we developed, together with our consultants, an "Attitudinal Survey". (attachment #1 - revised form) This instrument was applied to all staff members to ascertain the level and degree of understanding of the culture, background and lives of our Puerto Rican population. "Before" and "After" reactions on the survey were tabulated for the team which participated in our first "On-Site Visitation" to Puerto Rico in November. An analysis of the total staff reactions, as well as the measurable differences recorded for those who participated in the Puerto Rican Visitation, has been developed. (attachment #2)

In addition, identification of the significant negative factors has been made and is being used as base materials for a ten session in-service seminar for our staff, parochial faculties as well as staff members from the State Department of Education and cooperating New Jersey Communities.

It is our aim that through intimate involvement of all the participants from our "On-Site Visitations" to Puerto Rico, in our seminars and in their individual schools, that understanding will be improved.

We have employed several techniques in evaluating the exact achievement of our second objective. (see page 1) Our local school principals, as well as classroom teachers and parents, have indicated that the approach used to process all incoming Puerto Rican and foreign born students through this center has been a major improvement over previous approaches. In the past, children were directed to their neighborhood school where the administration, together with available school resource personnel, evaluated the child and made the grade and program placement. However, there was a difference among the schools depending on the quality and availability of resource personnel in a particular building.

In our "Human Resource Center" all in-coming Puerto Rican and foreign born students are assessed, and individual instructional programs are developed to meet the immediate and long-range needs of the child. With a team approach, the child is tested and given a brief but intensive period of instruction in English at the center. At the appropriate time, the child is placed in his neighborhood school with recommendations for grade placement, special curriculum needs and followed up by the school's specialist in English as a Second Language.

The evaluation of extent of achievement of our fourth objective which deals with development of specific bilingual curriculum materials and bilingual teaching techniques have been based on subjective and objective criteria. However, the curriculum group who has been functioning in this area has done a thorough job of investigation

and their findings indicate that little, if any, really effective, specific instructional materials are available for purchase at this time. As a result they have produced materials for our bilingual classes. We are now in the process of further development and hopefully, additional production will be forthcoming in the very near future. One of our goals in Phase III of this project will be the full achievement of this major objective. (see attachment #1)

The achievement of our sixth objective has been accomplished to great extent in most areas. The results indicate that cooperation, interest and understanding have been generous. Only additional time in Phase III, will results be more accurately indicated. However, at this point in time, it is obvious that local Municipal, C.A.P. and various community and business organizations have cooperated in an excellent manner. In fact, this cooperation and utilization of resources has been highlighted in our "Hoboken Model Cities" project which effectively anneals school and community design.

It is with the achievement of our seventh major objective that we feel that the extent of achievement has been the greatest. In serving as a "Demonstration Arena", our special school program has been the object of great interest from the New Jersey State Department of Education and the 12 cooperating districts. Task Force members have visited the cooperating district schools and return visitations to our program have clearly placed our project as the New Jersey Demonstration Center for assimilation of Puerto Rican and foreign born children. In fact, the success of the New Jersey Title VII - E.S.E.A. Bilingual project has its roots in Hoboken's Title III project.

Many inquiries, phone calls, visits etc., have highlighted our program throughout the State and Nation.

Members of the cooperating districts of New Jersey have actively participated in planning and developing programs for the culturally and linguistically handicapped. Several districts, Perth Amboy, Camden, Union City, Passaic, West New York, are developing programs of collateral or supportive interest, i.e., teaching Spanish as a second language to grades 3-8 in Perth Amboy; teaching English as a second language through linguistics, Union City; Community-school cooperation, in Passaic; Cuban impact, West New York. Inquiries to the New Jersey State Department of Education concerning bilingual and multi-cultural problems are being directed to Hoboken's E.S.E.A.-Title III project, "Assimilation Thru Cultural Understanding". The 18 New Jersey School Districts cooperating in the New Jersey Title VII project are sending teams into our community for insights and direction.

There has been tremendous demand on our staff for consultations with other districts. This continues to be a problem of allocation of staff time in relationship to their total effectiveness to our program. We continue to see expansion in the areas of bilingual curriculum, program design, materials, staff development and teaching techniques.

2. There are a significant number of project endeavors in which the results have continued to exceed our fondest expectations. The following listing will indicate these areas:
 1. Positive attitudinal changes towards Puerto Ricans and foreign born people are evident in our staff and community.
 2. The "project" has created and sustained a great interest within and without our community in the problem of assimilating Puerto Rican and foreign born into community life.

3. Cooperation for and from other school districts in and outside of New Jersey in assisting to help find solutions to the problems.
4. The extension of our Bilingual class "Pilot Project" into 2 first grades and a second grade. The initial successes here have created great professional and community enthusiasm. Plans for further extension are being made in Phase III.
5. Involvement with New Jersey Colleges and the University of Puerto Rico has stimulated a desire to focus attention on the need to prepare teachers to effectively function in school districts with high percentages of culturally and linguistically handicapped children. Jersey City State College in particular has worked closely with us in this endeavor.
6. The enthusiastic cooperative participation of the Puerto Rican Department of Instruction and all the personnel in the various in-island school districts in our project and its objectives continues to be the greatest highlights to date. The new Educational Administration in Puerto Rico has been extremely supportive. Dr. Milado, Secretary of Education, and Dr. Jorge Cordova, Resident Commissioner in the United States, have been most helpful in assisting the project to achieve its successes.
7. The full and effective implementation of our "Human Resource Center" has been one of the great pluses in our project. Early difficulties in obtaining qualified personnel and effective curriculum materials have been overcome. What was reported previously as a weakness in our project, now stands as one of our strengths.

3. The one area in which the results have been less than we had hoped for or anticipated has been the development of Bilingual curriculum materials. The scarcity or complete lack of curriculum materials needed to work effectively with children who are not able to function effectively in the English language had hampered our initial progress. It has placed the additional burden on us to develop specific instructional materials and produce it in the needed quantities. This is a slow process and is only now starting to show significant results. Continued emphasis in this area will be made during the remainder of our project.
4. Tremendous interest and attention continues to be generated in our schools and community in focusing on the problems of assimilating Puerto Rican and foreign born children and families into our schools and community. Many negative stereotypes have been destroyed in minds of our community, and greater understanding seems obvious to all of us.
 - (1.) The project continues to be involved with various community agencies. The following is a listing of all community agencies which are participating in our project:
 - A. "HOPES" - Community Action Program
 - B. Model Cities
 - C. Parochial Schools
 - D. Municipal Agencies
 1. Health and Welfare
 2. Housing
 3. Police & Fire Department
 4. Recreation
 5. Library
 6. Employment

E. Local Business, Service and Religious Organizations

1. Chamber of Commerce
2. P.T.A.'s
3. Rotary Club
4. Kiwanis
5. Religious Institutions

F. Local Newspapers

1. Hudson Dispatch
2. Jersey Journal

(2.) The results of cooperation with local community agencies are as varied as there are agencies. We have received excellent cooperation and participation from our local C.A.P. group "HOPES", Model Cities, P.T.A.'s, Parochial Schools, Religious Institutions, Local Newspapers and Service Clubs. All the Municipal officials and agencies have given complete cooperation to this project. In addition, local business groups and service clubs have demonstrated their concern and we are cooperatively exploring areas in which these groups can make even greater contribution in the remainder of Phase III.

(3.) The following L.E.A.'s have been actively participating in our project. They all have had representation on our Advisory Committee and have cooperated in one or more of the project endeavors:

1. Vineland, New Jersey.....Cumberland County
2. Jersey City, New Jersey.....Hudson County
3. Trenton, New Jersey.....Mercer County
4. Paterson, New Jersey.....Passaic County
5. Camden, New Jersey.....Camden County
6. Union City, New Jersey.....Hudson County
7. Perth Amboy, New Jersey.....Middlesex County
8. Passaic, New Jersey.....Passaic County
9. Dover, New Jersey.....Morris County
10. New Brunswick, New Jersey....Middlesex County
11. Newark, New Jersey.....Essex County
12. West New York, New Jersey....Hudson County
13. Jersey City State College.....Jersey City, N. J.
Hudson County

The close cooperation of this project with the 18 districts involved in the New Jersey Title VII Bilingual project, increases the scope of our impact in New Jersey. This is particularly true in the area of communication and cooperation with its local and state Puerto Rican community leaders.

5. Dissemination of information has taken many forms in our project. Task Force visitations to other districts and visitations to Hoboken have told our story. Excellent coverage by our local newspapers and the newspapers of cooperating districts have kept the public alerted. Members of the project and administrative staff continue to speak before service clubs, P.T.A. groups, faculty meetings and advisory committee sessions in order to

stimulate interest and enlist support. An extremely successful 10 session in-service program has involved about one-third of our staff as well as parochial school faculty and State Department of Education officials. This has been focused directly on the objectives of our project and has successfully spread the word.

A thirty minute T.V. program sponsored by the New Jersey Education Association, depicted our project and was followed by a series of five minute radio programs. We have utilized tapes, kinescopes, photographs, periodic progress reports and bulletins in our attempt to tell the story of "Assimilation Thru Cultural Understanding". We have produced two 16mm films on our Bilingual pilot project classes. These films, made cooperatively with the staff of Jersey City State College, dramatizes the effects of the Bilingual approach on 1st and 2nd grade non-English speaking Puerto Rican children.

1. We have received to date, approximately 350 unsolicited requests for information.
2. Approximately 250 visitors have been in our community to view and discuss our project.
3. We estimate that about \$4,000 has been expended on dissemination of information.

6. It is planned to continue under local Board sponsorship, many of the project activities after this project has been phased out of Federal support. Specifically, we intend to continue as the "Demonstration Arena" for solutions of the problems of culturally

and linguistically handicapped people. In addition, unique instructional materials are being developed during the life of this project which will continue to be resources for this district and others. Techniques and approaches which prove fruitful will continue as an on-going part of our regular program. The Board of Education recognizes fully that the high percentage of Puerto Rican and foreign born children will continue to be a part of our schools and that only through proven programs (hopefully developed under Title III) can their needs be met.

7. List costs for budget period this narrative report covers:

\$ 178,827 Total cost.

\$ 0 Total non-Federal support.

\$ 178,827 Total Federal support under
Title III - P.L. 89-10

\$ 0 Total Federal support other than
Title III - P.L. 89-10

PART III - PROJECTED ACTIVITIES

APPLICATION FOR CONTINUATION GRANT

Elementary and Secondary Education Act of 1965

Title III - P.L. 89-10

Board of Education
City of Hoboken
Ninth and Clinton Streets
Hoboken, New Jersey 07030

Project No. -67-4112
Grant No. -OEG-3-7-704112-4344
State -New Jersey
Budget Period - 7/1/69 - 6/30/70

Projected activities in Phase III do not differ greatly from those proposed in Phase II. However, it is the goal of Phase III to fully develop and implement all on-going activities.

1. Describe the additional educational needs to be met with the proposed program:
 - a. The need to stimulate and encourage Puerto Rican and foreign born Jr. and Sr. High students to aspire to becoming bilingual teachers to meet a critical shortage.
 - b. The need to provide elementary classes with a bilingual "Student-Teacher Aide" to assist in communicating and working with Puerto Rican and foreign born elementary school children.
 - c. The need to provide leadership and "status" opportunities for our students, particularly the Puerto Rican and foreign born segment of our population.

- d. The need to provide opportunities for bilingual education for our non-English speaking school population.
 - e. The need to provide more opportunities for our Spanish speaking school population to identify fully with our school curriculum and community.
 - f. The need to utilize a variety of instructional materials and communication media approaches to meet the unique needs of Puerto Rican and foreign born children.
2. Describe in detail the additional objectives of the proposed program as related to the needs described above:
- a. Provide a school climate and special program in which the aspiration levels of Puerto Rican and foreign born students will be significantly increased.
 - b. Provide special bilingual resource personnel for elementary school classes in the persons of "Student-Teacher Aides" to assist in overcoming the language barriers and speed up the assimilation process.
 - c. Provide programs in which the self images of our Puerto Rican and foreign born students will be enriched and raised, particularly through leadership roles.
 - d. Provide a special bilingual program in which the curriculum will be taught in the student's native tongue.
 - e. Provide a variety of instructional materials and approaches in which an emphasis can be placed in the area of the communication media.

3. State in sequence the activities to be carried out in achieving these objectives:

In addition to a continuation of the activities described in the original proposal which are designed to meet the objectives of "Assimilation Thru Cultural Understanding", we plan the following activities:

- a. Continue to identify Puerto Rican and foreign born students in our Jr. and Sr. High Schools who have fluency in both their native language and English.
- b. Continue and expand our unique "work-study" program for these Jr. and Sr. High students in which part of the school day will be devoted to their academic subjects and in the other part they would be assigned to an elementary teacher to "aide" her in working individually with children having linguistic problems.
- c. These students would be paid in the same manner that our regular "work-study" programs have developed.
- d. Every effort will be exerted to instill the "Upward Bound" concept with these boys and girls and to provide many varied leadership and status roles. This will continue to be implemented by close cooperation with Jersey City State College.
- e. These bilingual "Student-Teacher Aides" will again function in our assimilation process by involvement with community and parental contacts.

- f. Expand our "Bilingual Experiment" in which one 2nd grade and two 1st grade classes composed of all Spanish speaking children, are being taught the regular school curriculum in their native tongue. The success of this "pilot project" to date indicates the need for continuance and expansion. This will be accomplished by continuing the present groups into 2nd and 3rd grade, utilizing this concept. Additional 1st grade or possibly Kindergarten classes will be established in this pattern and followed through the 3rd grade. On-going evaluations, using control groups, will establish validity, if any, of this approach. (see attachment)
- g. Our "Curriculum Resource Center" will continue to produce specific instructional materials which are specifically designed for these children.
- Kinescopes or 16mm films of on-going programs for in-service educational purposes will be utilized to test the adequacy and effectiveness of various communication media. Special emphasis will be given on using these tapes or films to demonstrate effective techniques, so that our teachers and those from other districts can quickly grasp the potential in these new approaches.
4. Describe the method and procedures for evaluating these objectives:

The evaluative procedures which were designed for our original proposal will continue to measure our achievement of the objectives stated in Phase I.

However, additional specific evaluative procedures will be necessary to adequately measure the attainment of the additional objectives which have been proposed for Phase III of our project. The following methods and procedures will be used to evaluate these objectives:

1. All "Student-Teacher Aides" will be measured at the beginning of our project in these areas:
 - a. Academic potential - S.A.T.'s - Intelligence and Aptitude Tests - Teacher evaluation.
 - b. Previous academic achievement - School records.
 - c. School participation
 1. extra curricular activities
 2. school leadership roles
 3. teacher ratings
 - d. Interest Inventories

These procedures will be repeated during and at the end of Phase III to measure growth in the various areas.

The effect of the "Bilingual Student-Teacher Aide" program on the classes and students they will "aide" will be evaluated as follows:

1. Since it is our local school policy to heterogenously group children in relationship to their ethnic background, all classes have similar percentages of Puerto Rican and foreign born students. Therefore, measurement of gains or loss in achievement etc., will utilize the presence of a bilingual aide against classes without aides.

2. Our regular testing program involves standardized achievement testing in the 3rd and 6th grades every October. However, this program will be supplemented by additional testing in grades in which there is some involvement of student bilingual aides.
3. By strategically placing "Bilingual Student-Teacher Aides" in elementary grades we will be able to pre and post test for achievement. We will use all elementary classes on a selected grade without "student aides" as our control group.
4. In addition, sociograms will be employed to determine at appropriate times whether or not the presence of a "Bilingual Student-Teacher Aide" accelerates the assimilation process. Again, classes without "Aides" will serve as our control groups.

The "Bilingual" class pilot project in its expanded form will be evaluated as follows:

1. The "pilot 1st grade classes" are located at the Connors and Wallace Schools. All first grades have been pre-tested and will be post tested by our consultant, Dr. Nancy Modiano of New York University. The second grade class at the Connors School, which was our original pilot group, will continue to be measured against the other second grades in that school.
2. These classes will be kept intact for three years. While our "pilot class" has only Puerto Rican, non-English speaking children, there are similar children in the other three 1st grades. Only in the "pilot classes" will the curriculum be taught in Spanish.

3. Carefully kept records of achievement, attendance, class participation and teacher anecdotal records will be analyzed to determine any measurable differences between the "pilot class" and the Puerto Rican children in the other three 1st grades. Some of our evaluations involving specific objectives, by their very nature, will have to be subjective. These new programs will continue to be evaluated in terms of community and school acceptance. Requests by teachers or parents for participation in specific programs will be tabulated. Records will be maintained to reflect community and school reactions to the program. The tremendous interest to date from educators in and out of our State and their support for this approach, lends an additional basis for belief in the success of this Bilingual technique.

ATTACHMENTS

- a) Bilingual Education at Hoboken, New Jersey
- b) Results of Psychometric Evaluation of the Bilingual Program
- c) Teacher Attitudinal Survey Summary
- d) Student Teacher Aide Program
- e) Human Resource Certe

A Progress Report

Bilingual Education at Hoboken, N.J.

Submitted by

Nancy Modiano

January, 1968

In 1967 the Hoboken Public Schools instituted a bilingual first grade class for a group of Spanish-speaking children. This precedent breaking step was based upon the findings of research in places as diverse as India (West 1926), Ghana (Grieve and Taylor 1952), the Philippines (Orata 1953), and Mexico (Modiano 1966). In all of these studies comparing bilingual with exclusively national language instruction for members of linguistic minorities, the results have been the same. It has been found in every instance that children who do not speak the national language, in our case English, learn all their subject matter* best when they first learn to read and are introduced to all other subjects in their mother tongue; at the same time they receive oral instruction in the national language. The reasons for this, argue the educators, linguists, anthropologists, and psychologists who back such an approach are:

1. Teachers can communicate with their beginning students only through the mother tongue.
2. All subjects, including the techniques of reading, are learned most easily and effectively in a language in which the student is fluent.
3. A second language is best learned orally at first, especially by young children and non-literate peoples with vocabulary and grammar proceeding from the most basic to the more exotic.

* Including reading comprehension in the national language.

Therefore, when subject matter is taught in a new language both the mastery of the subject matter and the mastery of the new language tend to suffer. Because of their inferiority in both the new language and in all school subjects many children of linguistic minorities come to view themselves as inferior, as incapable in school.

4. Children taught in their mother tongue tend to have stronger self images and to be more open to learning than those taught in a second language.
5. There is increased communication and cooperation between these students' families and the schools when instruction is offered in their language.

Pioneering efforts are now being undertaken in several parts of the United States to implement bilingual education for children of linguistic minorities, especially the Spanish-speaking. Hoboken stands at the forefront.

The Hoboken Bilingual Program

During the academic year 1967-1968 a pilot program was undertaken with a group of 33 first graders, all Spanish-speaking, none of whom had sufficient command of English to do well in a regular first grade. A bilingual Cuban teacher was selected to teach the group. At first she taught exclusively in Spanish, but more and more has come to introduce oral English into the curriculum. Other than the lessons in

oral English, all subject matter has been introduced in Spanish.

As soon as the children were assembled at the beginning of the school year the problem of materials became apparent. Mrs. Castellanos, the teacher, created many of them herself, and some were obtained from Spain and Mexico. A continuous search for new materials is underway with U.S. publishing houses and with publishers throughout the Spanish-speaking world.

Since the beginning of the school year another child has been added to the group, bringing the register to 3¹/₂ as of this writing. Other than the language commonalities it is a completely heterogeneous group, with children of widely varying abilities and degrees of maturity. Because of the large register and the problems with insufficient materials, we now plan to add the services of a bilingual aide.

It is currently planned to continue this pilot group through the third grade, by which time we expect most of the children in the group to be fully conversant in English and able to continue in the regular all-English classes. We hope to establish additional bilingual classes at the first grade in the years to come.

Role of the Consultant in Bilingual Education

In October 1967 the Hoboken School District asked me to participate as a consultant to their bilingual program. Since that time my activities have included:

1. Observations of the pilot class and suggestions for improved curriculum.
2. Establishment of tentative procedures for the evaluation of the program; when the program becomes an on-going part of the regular school program, passing beyond its pilot phase, these procedures will become operational.
3. Conferences and consultations with the teacher of the class, the school principal, the primary supervisor, and upper administrative personnel, dealing with a variety of areas, including curriculum, instructional materials, staffing, evaluation, and future plans for the program.
4. Along with others, editing a video tape for the purpose of producing a 30-minute film about the pilot program.
5. Conferences with other New Jersey School personnel on bilingual education.
6. Meeting with parents to explain the program.
7. Report writing.

A Look to the Future

In addition to the pilot class, it is hoped that at least two bilingual classes can be formed at the first grade for each of the next few years, and that each of these classes can be continued through the third grade. A minimum of two such classes a year will allow statistically viable comparisons with all-English classes, although even more bilingual classes would be desirable for this purpose. The classes should be staffed by bilingual teachers, and, where enrollment warrants, by bilingual aides.

After the third grade it is expected that the children who have participated in this program from the beginning of their school years should be ready to participate fully in the all-English curriculum. However, a special orientation class should continue to be available to older non-English speaking children, those who arrive after they have begun their school career.

For children in the junior and senior high schools it is suggested that special Spanish and Italian Honors Classes be organized. Such classes can probably be staffed by present foreign language teachers as a part of their regular schedule. The content of these courses should be a Core of Language and Social Studies, organized in three year cycles so that students may enter at any time. The classes should be open to all students who are able to participate at a par with native speakers of Spanish or Italian.

It is further suggested that similar classes, to meet perhaps as clubs, be organized for the upper elementary children.

The foregoing are suggestions for the current population of Hoboken. Both the School System and the parents of the non-English speaking children recognize as one of the foremost responsibilities of the schools the teaching of English to the non-speakers. However, as the proportion of non-English speaking children increases, as it well may in the next decade, the program should be reevaluated in the light of new needs.

A pressing problem in the future may well be the staffing of the bilingual classes. Current efforts by the School System to encourage more Spanish-speaking youngsters to enter teacher-education program should be continued.

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TITLE III - E.S.E.A.

"ASSIMILATION THRU CULTURAL UNDERSTANDING"

1967 - 1968

Results of Psychometric
Evaluation of the First
Year of the Bi-Lingual
Program in T.G. Connors
School - Grades 1

TESTING PROCEDURE

Test Instrument: Science Research Associates

"Short Test of Educational Ability", Level 1 and 2

METHOD: The test was administered to the bilingual 1st grade and all other 1st grades in the T.G. Connors School during June 1968. The Bilingual Class Test was administered by the teacher in the Spanish Language and by the other 1st grades in English. Test material is the same in both languages and the normative tables are computed so that they are applicable to both groups.

June 1968 Results

Bilingual Group - Castellanos

Grade I

Number of students tested	27
Mean Chronological Age	7-6
Actual Chronological Age Spread	5-0 to 10-5
Number of students above average CA	17
Number of students below average CA	10

Bilingual Group - Castellanos

Grade I

(3 overage students extracted)

Number of students tested	24
Mean Chronological Age	7-2
Actual Chronological Age	5-0 to 8-3
Number of students above average CA	16
Number of students below average CA	8

Puerto Rican Control Group 1st Grade
(Pulled at random from all other 1st grades)

Number of students tested	27
Mean Chronological Age	7-3
Actual Chronological Age Spread	6-5 to 8-6
Number of students above average CA	14
Number of students below average CA	13

English Control Group - 1st Grade

Number of students tested	27
Mean Chronological Age	7-4
Actual Chronological Age Spread	6-8 to 8-4
Number of students above average CA	14
Number of students below average CA	13

1. Average CA higher in the Bilingual Group as compared to Spanish and English Control groups.
2. Chronological Age Spread in Bilingual Group extremely wide as compared to Spanish and English control groups.

3. Number of students above average CA is higher in the Bilingual Group as compared to the Spanish and English Control Groups.
4. With the extraction of test results for the bilingual students where the CA is above 8-6 (3) we have a lower mean CA and an improved CA spread.

Assumption: With predominatley more mature students in the Bilingual group we might expect higher performance scores in the testing situation. With their longer exposure to cultural aspects and the world around them combined with a higher maturational level we might assume they would advance more rapidly. Inhibiting factors of retardation and social or emotional adjustment might be operative here making such an assumption invalid. Since the bilingual program is based on the philosophy of teaching all students, regardless of CA, in the Spanish language we must accept these factors and cope with them as they make themselves apparent.

Test Instrument - SRA Short Test of Educational Ability

The scores on this test are equivalent to IQ scores since the normative tables were constructed using the formula
 $\frac{MA}{CA} \times 100 = IQ.$

Bilingual Group - Grade 1 - Mrs. Castellanos

Number of students tested	27
Mean IQ	93
Actual IQ Range	68 to 133
Number of students above Mean IQ	11
Number of students below Mean IQ	16

Bilingual Group - Grade 1 - Mrs. Castellanos
(3 overage students extracted)

Number of students tested	24
Mean IQ	95.8
Actual IQ Range	69 to 133
Number of students above Mean IQ	11
Number of students below Mean IQ	13

Spanish Control Group - Grade 1

Number of students tested	27
Mean IQ	92.4
Actual IQ Range	66 to 119
Number of students above Mean IQ	17
Number of students below Mean IQ	10

English Control Group - Grade 1

Number of students tested	27
Mean IQ	94.1
Actual IQ Range	66 to 121
Number of students above Mean IQ	14
Number of students below Mean IQ	13

1. Though the Actual IQ range is higher in the Bilingual Group, there is a disproportionate number of students below the average IQ for the group.
2. The Spanish Control group has a shorter Actual IQ range with a disproportionate number of students above the average IQ for the group.
3. The English Control Group has a similar Actual IQ range to the Spanish Control Group but the amount of students above and below the average IQ is evenly spread.

4. With the extraction of 3 students who were above the 8-6 CA there is a decided increase in the Mean IQ for the group. It exceeds the Spanish Control group by 3.6 points and the English control group by 1.7 points. Actual IQ range is higher than both the Spanish and English control groups.

Assumption - The Bilingual Group does not fare as well as the other two groups in performance even though the average IQ range is not too wide for all three groups. The Spanish control group performs better with the English Control approaching a more normal distribution of scores.

The extraction of 3 overage students brings the Bilingual group to the fore. It fares better in Mean IQ and Actual IQ range. The distribution of scores above and below Mean, assumes a more normal distribution.

Considering 90 to 110 as the normal IQ performance range of all groups we find results as follows:

	Bil.	Sp.	Eng.
Number of students above 110 range	3	2	4
Number of students between 90-110 range	12	16	14
Number of students below 90 range	12	9	9
Total Number	27	27	27

In the above 110 range the Bilingual group compares well with the other groups at the above 110 range. At the 90-110 range the Bilingual group falls behind the other two groups. At the below 90 range the Bilingual group performs in the least favorable light.

Comparison of results with 3 overage bilingual students extracted from group.

	Bil.	Sp.	Eng.
Number of students above 110 Range	3	2	4
Number of students between 90-110 Range	12	16	14
Number of students below 90 Range	9	9	9
	24	27	27

In these results the performance for all three groups at the below 90 range reaches an equal distribution.

Distribution of Students at the Indicated Levels

	101-110	100	90-101
Bilingual	3	0	10
Spanish Control	6	0	10
English Control	8	2	8

The spread at the 90 to 101 IQ level is fairly tight. At the 100 level there is no great significance. At the 101 to 110 level the Bilingual group again falls down with the lowest number of students achieving in this range. We can indulge in many more sophisticated mathematical computations but the ones used are the most meaningful to general educators and teachers. They tell the story in significant terms which are easily understood by professional as well as lay groups who may have access to this information.

The basic assumption that since there were more mature students in the Bilingual group, it should lead us to expect a higher level of performance in the testing situation has been disproven. The Spanish Control was pulled at random from all 1st grades and the English Control was a normal 1st grade. The results of the testing program has indicated that all of the objectives of the Bilingual program have not been achieved in its first year of operation. Some of the delimiting factors contributing to this are as follows:

1. The Large Chronological Age Spread.
 - a. Social, maladjustment and mental retardation problems will emerge when the CA span is too wide. This factor impedes educational advance for these students.
2. Students at the higher end of the CA spread show evidence of emotional maladjustment. These factors were evidenced in the bizarre Draw Man Sheets presented by the students.
 - a. Many of the oldest students in the Bilingual Group had the lowest test scores in the STEA.
 - b. It is evident that there were some severely emotionally and educationally retarded students in the older CA group.

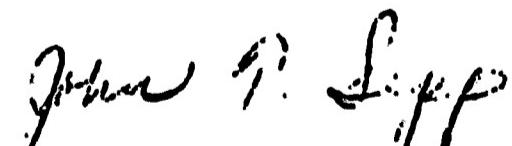
Future Considerations

Since the philosophy of the Bilingual program is the inclusion of all students with a complete lack of English speaking ability, we must cope with the problems of the over-average student who exhibits indicators of social, emotional or mental retardation factors. These factors might become more gross were the student to remain in the mixed class group.

1. Since we offer psychological and other referral procedures to English speaking students, efforts will be made to give the same services to the bilingual student.
2. All future psychometric computations must contain results for the group as a whole and also computations with scores for overage or severely retarded students, deleted from the statistical computations.
3. Immediate re-examination of all Bilingual groups now in operation should be made and if there are students overage, or any who may show significant emotional, social or mental retardation factors, efforts will be made to extend any special services they may require.

In closing, it has been shown the Bilingual group fared better than the two control groups once the overage students scores were deleted from the results. Since we have a very limited base for computation at the present time we must await further statistical compilations to extract significant results. Even at this limited base point the program has shown success in its first year of operation. As previously stated, the bilingual program should include all students regardless of any inhibiting factors, statistical computations should be a secondary consideration to the overall effectiveness of the program.

Respectfully submitted,



John T. Sepp,
Psychometrician

TO: Mr. Thomas F. McFeely, Superintendent of Schools
FROM: Dr. Irving Bloom, Consultant
DATE: May 27, 1968
RE: Final Comparative Summary (October - May)
Hoboken Teacher Attitude Survey (Control Group)

On an overall comparative basis, there were no great surprises in the May responses of the Hoboken Control Group. The so-called "Hawthorne effect" does not appear to apply here probably due to the fact that one cannot experience vicariously the kinds of relationships, understanding and skills developed as one lives through the on-site visitation to Puerto Rico.

Specifically, in terms of statement analysis, the May responses showed less of a tendency to identify Puerto Ricans as a homogeneous ethnic group. Puerto Rican children, being children first, apparently are not behaving as well in May as they did in October. Now, there are fewer high percentage characterizations of these people as destroyers of housing projects or as unconcerned with their citizenry. Additional positive polarizations were evident in questions of relationships with children of Irish, Italian and Negro backgrounds.

Negative polarizations showed up in such questions as "where Puerto Ricans would be better off staying" and the stereotyped feeling is well known here. Although the percentage of negativism "eased off" in the destruction of housing projects there was a significant agreement (13% higher) on the question of the rights of landlords to increase rents for apartments that may be damaged by "overcrowded conditions".

One very interesting factor emerged regarding some of the administrative decisions concerning placement of children. Teachers appear to be questioning grade-level placement of students from the island, curriculum, and in their open-ended responses they are asking for help, for books, for specific suggestions.

Once again, teachers are responding negatively (78%) to the proposition that the school become an agency of social change, welfare health and other community-type facilities are rejected.

Responses to open-ended questions spotlight teacher frustration in the areas of language handicaps, a concern for health care and impatience with a time lag in assimilation. Once again, one finds secondary teachers less sympathetic "to much overemphasis and importance given to the Puerto Rican problem", as compared with the elementary teacher who appears to be more willing to meet children on their own terms. The great cry is that "they" must accept Americanization, responsibility, our culture, not depend upon welfare and be judged on the basis of performance and the ability to do the job.

In only one case was there a definite reaction that this writer relates to current racial crisis, this came in a long statement calling on authorities not to advance anyone on the basis of race, creed or color; "no special back-bending programs", with a final call for "the American way" and that "old time" teacher.

With regard to suggestions, teachers feel that more Spanish speaking instructors would help.

On the whole, although the above data appear to be negative in nature, this writer detects a softening of attitude and a more positive look at the problems facing teachers. Examining on-site visita-

tion critically, there is no question that it changes attitude very dramatically, one feels this in summarizing and comparing the experimented and control groups. It is this consultants recommendation that it be continued, improved and coordinated with similar programs established around the state.

COMPARATIVE SUMMARY

October 1967 -
363 Respondents

CONTROL GROUP

HOBOKEN TEACHER ATTITUDE SURVEY

May 1968 -
338 Respondents

DIRECTIONS

Please give a response to all statements.

Where children, adults or situations are mentioned they refer primarily to the individual of Puerto Rican background who is either Non-English Speaking (N.E.S.) or limited in language usage. React on a general basis, rather than in terms of specific experiences.

Your honesty is the key to the validity of this instrument. There are no "right" answers, only what you think and feel is of importance to us. You are asked to give in every instance your first feeling reactions.

This is an anonymous document, please do not sign it.

If you strongly agree, check space "SA".....

If you agree, check space "A".....

If you are undecided or uncertain, check space "U"....

If you disagree, check space "D".....

If you strongly disagree, check space "SD".....

Check the appropriate information in the columns below:

<u>GRADE LEVEL</u>	<u>SEX</u>	<u>TEACHING EXPERIENCE IN HOBOKEN (years)</u>	<u>RESIDENCY</u>
K-3 _____	Male _____	1-3 _____	Hoboken resident _____
4-6 _____	Female _____	4-6 _____	Non-resident _____
7-9 _____		7-9 _____	
10-12 _____		10 + _____	338 May Respondents Expressed in Per cent

RESPOND TO ALL STATEMENTS

1. Puerto Rico is a fine country with a mild, sunny climate.
2. A majority of Puerto Rican migrants seek economic and social improvement.
3. Island males are proud and are the primary family wage earners.
4. In the Spanish culture a dual system of morality exists.
5. Puerto Rican family life on the island is organized and has a firm structure.
6. This ethnic group is characterized by dark skin and brown or black hair.
7. Most Puerto Rican children in Hoboken are obedient and well behaved.

SA	A	U	D	SD	NR
28	55	15	1		1
30	55	11	2	0	2
* 25	47	12	11	2	1
16	57	10	11	3	3
5	28	30	28	6	1
5	25	36	24	5	5
12	35	32	12	5	1
9	31	40	12	4	4
4	24	42	19	6	3
5	25	43	19	5	3
18	59	4	12	4	1
* 11	54	14	13	1	7
8	49	9	24	6	1
* 4	39	22	32	5	10

ANSWER KEY:

SA = Strongly Agree
 A = Agree
 U = Undecided or Uncertain
 D = Disagree
 SD = Strongly Disagree
 NR = No Response

O = October 1967

M = May 1968

8. In mainland housing projects, it is common practice for this group to throw garbage and refuse into the street and abuse* modern plumbing and elevator facilities.
9. Registration for adult courses in English offered in Hoboken show that Puerto Ricans are interested in learning.
10. Living in crowded and unsanitary quarters probably bothers these people as much as anyone else.
11. Although they are citizens of the United * States, they are not concerned with their responsibilities as citizens.
12. It is common practice for them to come to the mainland for welfare purposes.
13. Puerto Ricans will be more easily assimilated into our cultural mainstream than Negroes.
14. Mainland Americans must be careful of the water and the food when visiting Puerto Rico.
15. Illiteracy and poverty are major problems which Puerto Rico is solving on its own.
16. English taught in Puerto Rico is different from mainland English.
17. In Hoboken a majority of Puerto Rican families are disorganized and female dominated.

SA	A	U	D	SD	NR	
10	32	30	21	4	1	O
10	26	35	23	5	1	M
2	24	49	19	3	1	O
2	22	55	18	2	1	M
13	44	10	25	4	1	O
8	46	16	25	5	0	M
11	31	22	28	4	1	O
6	31	27	33	2	1	M
13	37	17	25	3	2	O
14	37	25	21	1	2	M
8	42	18	22	5	1	C
8	45	25	15	3	4	P
9	32	27	25	5	1	C
3	34	34	24	3	2	I
3	24	29	34	6	1	C
3	25	34	32	6	0	I
4	15	51	25	2	1	C
4	20	54	10	11	1	C
11	37	29	17	1	1	C
13	41	32	12	0	2	C

ANSWER KEY:

SA = Strongly Agree
 A = Agree
 U = Undecided or Uncertain
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 NR = No Response

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18. I really feel that they would be better off staying in Puerto Rico.

19. The Puerto Rican children in my class relate well to youngsters of Italian background.

20. They relate well to children of Irish background.

21. They relate well to non-white.

22. My response to 19, 20 or 21 is strongly disagree or disagree for I feel that the problem is not basic hostility toward other groups, but possibly a language barrier problem.

23. The purposes and goals of education for the Puerto Rican child should be geared to his potential and promise.

24. Landlords cannot be blamed for charging higher rentals than usual for apartments that may be damaged by overcrowded conditions.

25. Puerto Rican children want to learn English and to achieve well in school.

26. a. The Puerto Rican adult lacks ambition because of his cultural heritage or a manana philosophy.
b. Opportunities for employment are a problem because of prejudices of employers and the language barrier.

27. Those who are employed are happiest at such tasks as bus boy, dishwasher, janitor and other unskilled jobs.

SA	A	U	D	SD	NR	
10	20	26	35	6	1	O
12	23	35	26	3	1	M
3	41	20	29	3	2	O
4	48	22	21	4	1	M
2	31	25	32	5	2	O
3	43	25	25	3	1	M
4	36	21	27	6	2	O
4	44	24	21	5	2	M
8	36	16	17	4	17	O
6	34	16	15	4	49	M
28	59	1	6	1	2	O
20	66	5	6	3	0	M
8	27	11	32	18	2	O
13	35	16	25	10	1	M
13	51	14	15	2	2	O
7	52	18	17	5	1	M
7	28	23	31	6	2	O
6	27	32	31	4	0	M
11	43	12	23	5	3	O
4	43	19	25	7	2	M
2	12	26	40	15	2	O
2	8	32	44	12	2	M

ANSWER KEY:

SA = Strongly Agree

O = October 1967

A = Agree

M = May 1968

U = Undecided or Uncertain

D = Disagree

SD = Strongly Disagree

NR = No Response

28. Like Negroes, Puerto Ricans have natural rhythm and musical talent.
29. The classroom teacher is as much a teacher of English to the Non-English speaking children as she is a teacher of math, social studies, etc.
30. Puerto Rican parents are not concerned with schools or a good education for their children.
31. Parents are reluctant to come to the school building to ask about the progress of their children because they cannot communicate their ideas.
32. The students should be allowed to speak Spanish in the classroom, either to each other or in response to questions.
33. A full time Spanish speaking teacher should have a class at each age or grade level.
34. When proficiency in English is reached (reading, composition and speaking) the youngsters should be transferred to a regular classroom.
35. Notes to parents, notices and assignments should be in English in order to foster more rapid assimilation.
36. English is understood by the children more than they would have you believe.

SA	A	U	D	SD	NR	
13 10	45 49	20 24	16 12	3 3	1 2	C M
34 23	50 66	3 4	5 5	4 2	1 0	O M
2 3	13 15	13 19	53 50	16 12	1 1	O M
13 6	43 50	11 16	24 23	6 4	1 1	O M
2 3	9 13	5 8	39 38	40 37	1 1	O M
30 21	34 36	8 8	24 19	10 11	3 2	O M
38 29	19 59	3 5	4 4	4 3	3 0	O M
17 15	39 37	9 16	25 27	6 2	1 3	O M
26 28	49 51	10 12	11 8	1 1	0 0	O M

ANSWER KEY:

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 A = Agree
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 NR = No Response

C = October 1957
 M = May 1968

37. Grade-level placement of transfer students (from the island) is usually possible.
38. A Puerto Rican child needs about six months to adjust to his new urban environment.
39. This adjustment is just as much a problem of the school as is his performance in English and other skill areas.
40. If the student does not perform at grade level, he should either be "put back" a year or retained until he "catches up."
41. There is little to be learned that would help us from a study of educational practices, problems and organization of Puerto Rican schools.
42. Regularly administered group standardized achievement tests give us some basis for teaching these children.
43. Regularly administered group standardized intelligence tests give us some basis for teaching these children.
44. Teacher made tests give us some basis for teaching these children.
45. School personnel may benefit greatly from a study of basic Spanish and Puerto Rican customs.
46. Speaking the language of the child and using his phrasing will help teachers in the development of helpful patterns for instruction.

SA	A	U	D	SD	NR	
2	38	22	34	7	1	O
2	27	32	33	5	1	M
6	53	19	16	3	1	O
5	46	27	17	3	2	M
20	64	6	6	0	1	O
12	66	8	9	3	2	M
14	43	15	17	7	1	O
6	44	23	22	5	0	M
5	8	10	44	29	1	O
5	13	16	49	15	3	M
6	43	13	21	13	1	O
5	41	19	23	11	3	M
7	42	13	21	13	1	O
4	41	19	23	11	3	M
12	64	13	6	2	1	O
9	60	17	8	2	4	M
21	50	10	10	4	1	O
15	49	17	11	6	2	M
13	39	10	27	8	1	O
6	36	20	23	11	4	M

ANSWER KEY:

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 U = Undecided or Uncertain
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47. Practice, repetition and drill are probably the least effective instructional methods for the N.E.S. child.
48. A variety of teaching styles, stressing creative and open responses, along with structured lessons have been found to be the best approaches and result in the most learning for language handicapped youngsters.
49. Gains in language usage and power are limited for most of these children and patience is required.
50. It is the responsibility of the teacher to introduce a variety of healthful and perhaps unknown foods to the child's diet as a part of health instruction.
51. Each individual school has the responsibility of serving a hot lunch which is nutritious and palatable for the children of its dominant culture.
52. The school should be a center that provides clothing, glasses, health and welfare facilities for needy families.
53. Puerto Rican children with ability should have special help and scholarship grants for entrance into any college of their choice.
54. There should be special consideration for Puerto Ricans when better jobs become available, even to the point of on-the-job training.
55. In spite of difficulties there are successful Puerto Ricans in professional fields, arts and sciences.

SA	A	U	D	SD	NR	
3	14	14	46	19	1	O
1	14	22	44	16	3	M
18	56	19	3	1	1	O
13	58	24	4	1	0	M
17	57	3	15	2	1	O
13	57	12	31	2	5	M
14	50	15	15	3	1	O
9	49	14	22	6	0	M
7	13	15	43	19	1	O
5	14	17	41	22	1	M
6	13	12	36	29	1	O
0	13	10	43	34	0	M
14	37	11	24	10	0	C
9	36	11	29	13	2	E
7	23	15	39	13	1	C
4	29	15	34	16	2	E
30	55	9	2	0	1	C
19	66	11	1	1	2	E

ANSWER KEY:

SA = Strongly Agree

A = Agree

U = Undecided or Uncertain

D = Disagree

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TITLE III - E.S.E.A.

BI-LINGUAL

STUDENT TEACHER AIDE PROGRAM

1968-69

HOBOKEN, NEW JERSEY

Thomas F. McFeely
Superintendent of Schools

Peter F. Vecchio
Director Title III

Andrew Hopper
Coordinator

There is a rich source of untapped skill and enthusiasm in the youth of our inner-city secondary schools. Much has been said of the negative aspects of teen-age life, its turmoil and problems, but not enough on an equally if not more important aspect, the latent energies and power for good that may be identified in this group.

The basic idea here is to use as teacher aides, those students; seniors in Junior High School and juniors and seniors in High School whose programs, skills and desires parallel the needs of selected Public and Parochial elementary schools.

The need is great, for the bilingual children in our schools require additional help and attention from someone who can communicate effectively with them. Research shows that children of all ages tend to learn best from each other. One thing that we hope will occur here is that this will provide greater skill utilization on the part of both the elementary and secondary school youth. For the disadvantaged student, this is a form of higher horizon, where interest in teaching may be an outcome for both the helper and the child being helped.

In addition, one must find some way of providing the help that the elementary classroom teacher requires during a busy day, attempting to meet individual needs as well as, bilingual problems.

In the future, these student aides may well be our college students, the likelihood and need here is immediate for urban youth must be served in varied ways. This small beginning may well serve as the vehicle for self-realization.

An appropriate experience should be tied in with the regular teacher in-service program so that the students may begin to help sometime during the second semester.

During the second semester they will be invited to the college so that they may participate as observers in courses with the senior student teachers. The purpose here is to encourage a buddy system and to involve the senior student in developing positive relationships with future aides. Next year, a regular program may be initiated for them.

The initial step toward implementing a bi-lingual "Student Teacher Aide" program, was to identify those Puerto Rican and foreign born students attending our Junior and Senior High Schools, who were fluent in English and their own language. A list of one hundred and eighty students was compiled. After two weeks of careful screening, which included conferences with guidance, instructive and administrative personnel, the list was reduced to ninety six. Of these forty six were selected, on the basis of personnel interview and need for their respective language background.

At present there are thirty eight Puerto Rican, four Yugoslav and four Italian students. These forty six are distributed among nine elementary schools, six of which are public and three parochial. Included are assignments to three bi-lingual classes and the Human Resource Center.

Each "aide" is released by the parent school for two consecutive hours per day. During this time they assist the teacher of primary and elementary grades in communicating with the non-english speaking student. While this is their primary function, they do not serve solely as interpreters. The teacher may assign to the "aide" varied classroom duties, such as:

- (a) Distributing and collecting papers, books, pencils, etc.

- (b) Repeating the teacher instructions to non-english speaking students.
- (c) Working on a one to one and group basis with language barrier pupils, under class supervision of teachers.
- (d) Assist the teacher, if necessary, during a conference with non-english speaking parents.
- (e) Enable the pupil to better communicate with the teacher.

All "Student Aides" are paid on a monthly basis, at the rate of \$1.50 per hour. Through participation in this program, we hope that a percentage of these "Aides" will aspire to become teachers, thereby helping to meet an existing and ever increasing shortage of bi-lingual teachers.

TITLE III - E.S.E.A.

HUMAN RESOURCE CENTER

SADIE F. LEINKAUF SCHOOL

HOBOKEN, N. J.

1968-69

Thomas F. McFeely
Superintendent of Schools

Peter F. Vecchio
Director-Title III

HUMAN RESOURCE CENTER

In the past, it has been the policy of all schools to individually assess, evaluate and determine the proper grade placement and program for all incoming Puerto Rican and foreign born students. This was usually done through the administration and whatever school resource personnel that was available. Too often, because of the lack of transcripts and records, a proper evaluation and grade placement was difficult to make. In many cases the child would spend weeks and sometimes months in a class completely new and strange to him. The lack of records, the language barrier and the pressures placed on the classroom teacher to provide individualized programs for these children, resulted in a complete waste of human potential.

It is through our Human Resource Center that we intend to eliminate this waste and also ease the burden of all incoming Puerto Rican and foreign born students.

In our "Human Resource Center" all in-coming Puerto Rican and foreign born students are assessed, tested and evaluated with individual instructional programs developed to meet the immediate and long-range needs of the child.

With a team approach consisting of a psychometrist, guidance counselors, exchange teacher, (Puerto Rican) and a bilingual teacher, the child is tested and given a brief but intensive period of instruction in English at the center. The length of time is determined by the teacher and usually lasts two to three weeks. At the appropriate time, the child is placed

in his neighborhood school with recommendations for grade placement, special curriculum needs, and followed up by the school's specialist in English as a Second Language.

At the present time, one hundred and seventeen students have been serviced. Listed below is a detailed breakdown of these students.

<u>Schools Represented</u>	<u>Number of Students</u>	<u>Country of Birth</u>	<u>Number of Students</u>
Brandt	26	Cuba	23
Connors	9	Dominican Republic	4
Demarest	1	Italy	11
Kealey	18	Mexico	1
Leinkauf	17	Puerto Rico	69
Rue	19	Yugoslavia	5
Wallace	20	United States	4
Hoboken High	7		
Total	117	Total	117

<u>Age Groups</u>	<u>Number of Students</u>	<u>Number of Students by Sex</u>
7 years	7	Male 60
8	13	Female 57
9	20	
10	12	
11	18	Total 117
12	16	
13	13	
14	7	
15	6	
16	3	
17	2	
Total	117	

Although the center has only been in operation a relatively short period of time, we definitely feel that this approach offers the incoming child with language problems a far more receptive climate for his initial entrance into a school system.

We are confident that school success will be enhanced by transmitting this feeling that these children are not a burden, but eventually will become valuable contributing members of our school population.